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ABSTRACT

Teacher training procedures and curricula are described as they relate to social and educational needs throughout American history. The lag between training procedures and the needs of the time is documented, and those elements of curricula not included in training programs are identified. A review of historical events, documents of national surveys, and educational practices and needs shows that teacher training practices were slow in responding to identified needs of schools and society. As a result of this review, it is suggested that teacher training alone will not increase the proficiency of teachers to the extent demanded by the public and the teaching profession. There is a need to include in the training process elements not derived from school needs or social needs; these are the personal needs of the prospective teacher. (Author)

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SOCIAL NEEDS AND TEACHER TRAINING: A HISTORICAL SURVEY

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The failure of the schools to respond to the changing demands of contemporary society can be traced to the inflexibility of the methods by which teachers are prepared. Initially, teacher training curricula was concerned with the teaching of content--that is, because in the common school children were to be taught to count and to perform simple computations, teachers were taught basic arithmetic. As teacher training became more formalized, however, changes in teachers college curricula were instituted which, while still emphasizing the subjects taught in the schools, did give some attention to methods. Thus, during the last 70 years, attention has been focused on subjects which are or should be taught in the schools, to teaching methods, and to experiences which enable prospective teachers to try out teaching procedures as they are learned. Then, during the late 1960s, attention finally began to be given to the total process through which an individual becomes a teacher. Even so, it is clear that if an individual is to become a teacher, able to respond to change, he himself must be taught in ways which respond to his needs so that he may model the ways he was taught with others.

There continues to be a lag between teacher preparation and social demands. Moreover, any analysis of the relationships between social demands, educational practices, and teacher preparation in previous periods in American history will demonstrate that a lack of concern for and awareness of the effects on children of their teacher has existed since 1790 and that little real modification in teacher training to respond to that lack of concern has occurred since 1900. The present state of our society calls for

a change in the relationship of teacher preparation to social needs, a change that will reduce the time that elapses between society's demands for change, the modification of teacher preparation programs and the changing behavior of teachers.

In this paper teacher preparation curricula in various periods of American history will be examined in relation to the structure and function of public schools and to the social, political, and economic conditions of each period. This will be done in order to show that the relationships among the various institutions over time served as the context into which practices in teacher preparation were developed without regard to the needs of teachers. Even when teacher needs were identified as an important element in teacher training, resistance to its inclusion was maintained.

Democracy and the Common Man (1815-65)

During this period in American history, which was a time of growth in basic social institutions, government became increasingly responsive to the individual; native and immigrant labor was utilized by industry; and expanding transportation networks enabled industrial growth and individual relocation to proceed at unprecedented rates. Concern for the rights of the individual could be seen in the growth of rationalistic religions, in the rise of abolitionism, in increased activity for women's rights, and in the organizing of labor.

A concern for increasing individual competence began to manifest itself as a movement for more educational opportunity for larger numbers of children and for more and broader purposes than before.¹ At the secondary level a student could prepare for college or for trade. At the ele-

mentary level, competence in self-direction was reflected in common school curricula, and the public gave some support for their implementation. The percentage of the free population (as opposed to slave population) enrolled in all educational institutions in the United States increased from 13.9 percent in 1840 to 19.9 percent by 1860. At the same time, "public" school enrollment for free children between the ages of 5 and 15 increased from 69.8 percent in 1850 to 85.1 percent by 1860.²

Such a large number of children in school naturally directed public attention to the nature of the curricula and to the competence of teachers.

(see Table 1)

Table 1 About Here

With the increase in the number of schools, teacher preparation came to be recognized as an area requiring formal attention. The question was posed: How could teaching a variety of subjects to large numbers of children be accomplished by those possessing little more knowledge than their pupils? But this sophisticated, professional demand for special training of teachers was not supported by legislation or public funds.

As early as 1825 the need for practical experiences for prospective teachers had been advocated when Rev. Thomas H. Gallaudet, in a series of essays on a "Plan of a Seminar for the Education of the Instructors of Youth," suggested a practice school as one such institution:

To such an institution let young men resort who are ready to devote themselves to the business of the instruction of youth. Let them attend a regular course of lectures on the subject of education, read the best works, take their turns in the instruction of the experimental school

and after thus becoming qualified for their office leave the institution with a suitable certificate or diploma recommending them to the confidence of the public.³

The idea of a practice school became a reality with institutions for teacher training, but the first two of these were not established until 1839 and 1840. Their establishment was influenced by Hall's Lectures⁴ on School-Keeping of 1829, and by Charles Brooks' lectures in 1837.⁵ Teacher Training in state universities began at the University of Indiana in 1853,⁶ but even so, financial and legislative support for institutions of teacher education was slow in developing.

A comparison of Hall's description of the characteristics of teachers and the curriculum of the first normal school shows a discrepancy between what was suggested and what was actually being offered. Hall described the ideal common school teacher as one who possessed self control, liked children, and who was open to new ideas. He specified methods of teaching spelling, reading, arithmetic, geography, English grammar, penmanship, history, composition, natural philosophy, and chemistry, but while the normal school in Massachusetts in 1839 offered courses in all of these content areas, it offered only one course in "the science and art of teaching with reference to all subjects" (see Table 1)⁷

In Hall's Seminary in Plymouth, New Hampshire, however, a four-year course was offered to men and three-year course to women, with each year being divided into four terms of eleven weeks each. A model or practice school was supplied for demonstration purposes, and students were allowed to teach for one term in a local school. For the times, some few inno-

vations were used in conducting the classes. For example, in spelling the teacher dictated the words, the pupils copied; in arithmetic attention was paid to carrying; and in reading accurate pronunciation was stressed.⁸

The teacher characteristics and methods specified by Hall were reflections of his own experiences as a teacher. The few teacher training programs then in existence did offer some practical courses (for example, the science and art of teaching all subjects) in addition to practice teaching, but most of the content was related to the curriculum of the common schools (reading, writing, arithmetic). Thus, the apprenticeship system of the preceding period was gradually supplanted by training-institution experiences which provided the prospective teacher with knowledge of the curriculum of the common school, and by facilities for practice teaching, but little else. The principal of the normal school demonstrated the "correct" way of teaching and those teachers who could copy his style were considered successful. It is highly unlikely that originality was encouraged or that teaching methods were adapted to the individual traits of prospective teachers. Any originality in teaching would have to occur after teacher preparation.

The existence of relatively few institutions that provided teacher training was, of course, reflection of the lack of a desire by society for professional preparation of common school teachers.

Post-Civil War Period (1865-1900)

This period saw a dramatic increase in the total population of the United States coupled with the movement of population to the cities. Whereas in 1870 64.8 percent of all American children (including children who

had been slaves) between ages 5 and 18 were enrolled in public schools, by 1900 the figure had passed 71 percent, or more than 15 million children.⁹

By 1900 compulsory school attendance laws had been passed by 32 states (mostly in the North and West), and with the enactment of these laws, children who previously would not have attended school or who would not have remained there became the responsibility of the school. In effect, these laws forced diversification of curricula so that the varied needs of a heterogeneous population might be satisfied.

National labor and reform movements during this period prompted a growing awareness of the importance of the individual and contributed to an expansion of tax-supported elementary and secondary schools. For the first time, elementary and secondary education came to be seen as obligatory for all citizens.

In this same period, the normal school gained status as an institution devoted entirely to teacher preparation. According to one observer, the normal school obtained public support because "it was abundantly evident that former students and graduates of these schools were better teachers than those educated elsewhere."¹⁰ Probably more teachers were prepared for teaching in elementary and secondary schools by normal schools than by any other institutions. City training classes (one-year teacher-training programs), colleges, and some universities contributed to the total number.

There was also, for the first time, some evidence of increasing concern with the competence of teachers in matters other than the teaching

curriculum. In the 1860s, in Oswego, New York, followers of Pestalozzi influenced the teacher-training programs by requiring that practice teaching in a model school be accompanied by written lesson plans. The Oswego school also offered an advanced training course which included philosophy of education, school history, school law, science of government, school organization and discipline, and theory and practice of school economy. There were, as well, frequent criticism lessons involving evaluation of demonstrated teaching techniques.¹¹ This involvement with children in a practice teaching situation was followed (in 1874 in Massachusetts) by a term of apprenticeship with a regular teacher. During this period of training, prospective teachers were encouraged to observe children and to keep records of their observations.

One of the earliest inadequacies in teacher education, however, was the brief period of time devoted to the preparation of teachers who were to teach increasing numbers of subjects at various grade levels to children with diverse abilities.¹² Two or three years spent in a normal school, and single-year city training classes (see Table 2) did not give sufficient time for extensive and intensive preparation. Graduates of colleges and universities in particular were not professionally competent. For example, at Cornell in 1886-87, preparation for teaching consisted of the study of the history of education, a "seminar" devoted to the study of the university library and to the methods and operations of a school, and the science of education, "as deduced from the intellectual, physical, and moral nature of man."¹³

Table 2 About Here

Apparently with a view toward involving prospective teachers in practical situations, and perhaps responding to other, more subtle pressures, the American Normal School Association in 1870 recommended a two-year program with emphasis on observation and on "Theory and Practice of Teaching."¹⁴ And though the Association did not recommend practice teaching, between 1860 and 1890 the number of schools having directed observation and supervised teaching did increase considerably.

This increase in the number of institutions requiring practice teaching was accompanied by criticism. In 1887 a group which surveyed practice teaching procedures in 74 schools was critical most often of (1) preparation of lessons by the teacher, (2) energy of the teacher, (3) personal habits, (4) power to gain love and respect of pupils, (5) ability to control, (6) questioning, (7) teaching power, and (8) ability to awaken and direct mental growth.¹⁵ The critics suggested that teachers would not only be expected to present subject matter; they should also be sensitive to children's needs.

Two activities that began late in the nineteenth century, but which were to have an effect on teacher education practices in the twentieth century, were a demand for teacher certification and the rise of regional accrediting agencies. Both resulted from a desire for more competent teachers. The demand for teacher certification ultimately resulted in

control of certification being placed in the hands of large administrative units so that by 1911, a majority of states had certification requirements, including requirements for specific courses in pedagogy. Unfortunately, once established by statute, courses in teacher training became set into a pattern difficult to change.

Regional accrediting agencies had an effect similar to that of the legislation specifying requirements for a teacher: they reduced curricular freedom in teacher training. To be accredited, secondary schools were required to offer specific courses. This, in turn, affected the curriculum of training institutions by requiring them to offer training for teaching the specific courses offered in the high school.

In normal schools during this period, there was wide use of practice-teaching experiences. These experiences allowed trial of theory by practice, with field experiences accompanied by directed observations of children, varied organizational patterns of teaching plans, and a sensitivity to children's needs that had not been shown in earlier formalized programs. Unfortunately, the desire to raise standards of quality for teachers resulted in an imposition of standards for the certification of teachers and institutions which took the form of specified courses and classroom hours. The need for flexibility was becoming apparent but the procedures for its accomplishment were yet to come.

Progressive Period and the New Deal (1900-45)

An increase in corporate activities, the growth of monopolies, and the concentration of wealth during this period provided ammunition for muck-

rakers, radical thinkers, and unions in their push for legislative reforms having to do with the protection of the individual within the society. Concern with the education of the "whole" child in elementary school, and with providing an education for all young people at the secondary level, paralleled this drive for social reforms and was, in part, an outgrowth of it. The formalism of the traditional elementary school was not relevant to the preparation of socially aware young children, nor was the traditional high school, with its emphasis on preparation for college, meeting the needs of vocationally oriented youth. When viewed in terms of numbers, enrollment in public schools for children ages 5 to 17 increased from 15.5 million to 25.5 million from 1900 to 1945, and increase from 71.9 percent to 84.4 percent of the number of children in the school-age population.¹⁶

During this period, new ways of looking at children and society were developed. The influence of Dewey in establishing the importance of experiences in learning was strengthened by the work of Thorndike, Terman, and Cattell in the field of educational measurement. In psychology, the views of the "connectionists" and "behaviorists" in the 1920s and 1930s, gave way to the "field" psychologies of the 1940s. Sigmund Freud's psychoanalytic theory and the social psychology of George Herbert Mead offered a conception of the relationship of man to his society that had profound influence on all areas of education. Learning and teaching in the home and in the school were seen to be closely related to each other.

As the curriculum of the elementary school and of the high school became more diversified in response to increasing numbers of students, both educators and the public became aware of the need for a longer period of teacher preparation and an increase in the quality of instruction (see Table 3). One area in which the quality of teacher instruction was improved was field experiences. In 1899 there was a recommendation from the Commission on Normal Schools that the same schools should be used for classroom observations and practice teaching; observation should begin in the junior year and the supervised practice should continue throughout the senior year. The teacher-training curriculum was to include a year each of psychology, pedagogy, observation, and practice-teaching. The shift in emphasis in training from subject matter to child had begun.¹⁷

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Table 3 About Here
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Practice teaching and student internship were the procedures through which prospective teachers became acquainted with the real world of the classroom. Before 1909 secondary school teachers had had little if any contact with classrooms until graduation from college; subject matter competence was the primary consideration. By 1920, however, a period of internship was seen as helpful for relating theory to practice. Internship usually came after the four-year program as an additional fifth year. This practice continued for secondary teachers during the 1930s and 1940s.

because of the surplus of teachers and a trend toward extension of teacher preparation. In some institutions, practice teaching was a prerequisite for the internship.¹⁸

Standards set in 1924 by the American Association of Teachers Colleges for accrediting normal schools and teachers colleges included the equivalent of one year of observation, and practice of not less than 180 hours.¹⁹ Moreover, official recognition of the importance of the job of teaching was replacing department requirements. But in spite of the growing emphasis on practice teaching and internship experiences, teacher education continued to be plagued by dissatisfaction of students and teachers, and hit-and-miss placement procedures. A second survey of student-teaching training methods in 1945 centered on the nature of the experience and its place in the total curriculum, and the placement of responsibility in student teaching supervision and evaluation.²⁰

Changing Curricula

The decline of normal schools and the rise of four-year colleges was a result of the increased emphasis on academic competence. In 1920 there were 137 state normal colleges and only 46 teachers colleges in the United States. By 1952 there were only a few normal schools and over 200 teachers colleges.

Curricula in these teacher training institutions showed a trend toward academically demanding preparation. In an analysis of the catalogues of 184 teachers colleges and normal schools in 1927, Rugg found:

...at present there is an assumption that the professional training of a teacher is to be obtained through courses in education and psychology and through so-called methods courses. The remainder of the required work of the student is apparently general cultural materials, organized with little reference to their value to a prospective teacher as to content she will teach or as to background materials for her subsequent teaching activity.²¹

He noted further that nearly one-fourth of the total amount of prescribed classwork was in education and psychology. Methods courses constituted 17 percent of the remainder; the institutions claimed that adaptation of academic subject matter to the professional needs of teachers was accomplished in these courses.

At the same time, land-grant colleges and universities were increasing their offerings of professional courses for teachers. In a 1930 survey of 44 land-grant colleges offering courses for teachers, 36 institutions listed required professional courses. In the order of frequency of offering, these were:

- 1) educational psychology;
- 2) observation and supervision in student teaching;
- 3) general psychology;
- 4) principles of education;
- 5) methods in subject matter;
- 6) history of education;
- 7) general methods;
- 8) introduction to classroom;
- 9) administration;

- 10) tests and measurements;
- 11) techniques of teaching.²²

It is important to note that in normal schools, teachers colleges, and land-grant institutions, there were no formal provisions for the preparation of teachers which were responsive to the changes taking place in elementary education. The impact of the new view of the child as a learner and as a member of society were not apparent in teacher-training curricula. This lack was of concern to some educators.

procedures for analyzing problems prior to the revision of teacher training curricula were recommended in 1926 by one educator. These procedures consisted of (1) job analysis of teaching activities and duties; (2) analysis of learning problems of children; (3) information analysis; (4) trait analysis of teachers in service; (5) analysis of children; and (6) study of placement facts.²³ The land-grant institutions, however, were responding to other considerations in determining their curriculum. In order of frequency the considerations they responded to were:

- 1) demands by employers (school districts);
- 2) state certification requirements;
- 3) requirements for federal support of programs;
- 4) demands by students;
- 5) state legislative enactments;
- 6) desire to round out courses in program;
- 7) community demand for support;
- 8) faculty promotion of courses;
- 9) endorsement of special subjects for teachers.²⁴

The main causes of change in teacher training curricula during this period were demands of local school districts and the requirements of state certification. There was no intent to prepare teachers for leadership roles in the schools, and apparently there was little preparation in the emerging philosophy of educating the whole child. The state of teacher education in 1935 is perhaps best summarized in the following recommendation:

The preparation of teachers and other educational workers should be determined by the demands which will be made upon them in the different types of positions and not by arbitrarily or traditionally set requirements for majors or minors. This implies that:

- (a) Competence in the total work of the teacher should be the criterion for determining curriculum content and arrangement.
- (b) Graduates should be aware of the desirable elements in present educational practice and also sensitive to needed change in educational procedures.
- (c) Graduation from curricula for teachers should depend upon mastery of the content and skills demanded by the work to be performed and not by time spent or courses passed.²⁵

At the close of the period, a special commission of the Committee on Standards and Surveys of the American Association of Teachers Colleges, surveyed laboratory practices of 157 teacher education institutions. The recommendations of the Commission emphasized the need for laboratory experiences over the entire length of his college experience.²⁶ These recommendations had some similarities to those specified in 1887.²⁷ Although

laboratory experiences were considered important, they were not integrated into a total curriculum in a way which provided relevant experiences. Repeated pleas were made by commissions, survey groups, and individual educators to make teacher training more responsive to the needs of schools, society, and of the prospective teacher. The question remained: Why did the problem continue to exist and what could be done about it?

Contemporary Period (1945-73)

The educational practices begun immediately before World War II continued to dominate the schools for some time after 1945. The events of the intervening years, however, affected educational needs to an extent not then realized by the schools. America's new-found status of world leader, technological advances, and population shifts from southern rural to northern urban centers affected a reconsideration of the relevance of school programs to the needs of post-war America.

Concern for academic competence in the early 1950s had such champions as Bestor, Richover, and Conant.²⁸ Their writings exemplified a growing popular and professional rejection of "fads and frills," and encouraged the teaching of basic skills in reading and other content areas.²⁹ The "fads and frills" were "life adjustment" curriculum activities, and community involvement in the school.³⁰ The launching of the Russian Sputnik satellite marked the end of U. S. interest in social adjustment and introduced a period of concern with basic content in mathematics, science, and foreign languages, and federal support for the preparation of teachers

in these subjects followed. With the establishment of Health, Education and Welfare as a Cabinet office, education became an item of national priority(see Table 4).

Table 4 About Here

Federal legislation--chiefly the National Defense Education Act of 1958, which had provisions for support of institutes for training teachers and for support of school curriculum development-- had considerable impact on teacher preparation. Other federal action that had a direct effect on educational practices included the Economic Opportunity Act (1964), the Elementary and Secondary Education Act (1965), and the Education Professions Development Act (1967). These acts supported educational programs in local public and private schools and provided direct support to prospective teachers and teacher training institutions. From 1964 to 1970, an increasing amount of support was received by institutions with educational programs that were concerned with the "culturally different" child. More recently, federal financial support has gone to educational programs with community involvement.

Teacher Preparation

The growing concern for the individual child that followed World War II, manifested itself in practices that, in both content and school organization, emphasized physical and mental health, and multi-age, multi-grade grouping. These practices were not widespread, however,

In 1953, for example, a survey of the relationships between elementary school curricular practices and teacher education preparation disclosed serious divergence. The 42 institutions sampled revealed these concerns:

- 1) rigidity and crystalization of practices exhibited the indifference and inertia of public schools. Student-teachers cannot practice what and how they were taught;
- 2) academic colleagues have a traditional concept of education and resist curriculum change;
- 3) children are so accustomed to traditional practices in their school that the practices are difficult to change;
- 4) teaching loads are too heavy;
- 5) students fear newer practices will be disapproved;
- 6) training (two-year curriculum) is too short;
- 7) there is no selection or there is an inadequate selection of teacher candidates;
- 8) cooperating teachers have little training;
- 9) there are too few opportunities to observe newer practices in public school;
- 10) there is a lack of cooperation between teachers of professional courses and teachers of laboratory experiences.³¹

Staff members of teacher-preparation institutions identified the problems within the institutions and outside of their programs that reflected the lack of a guiding rationale, but in the absence of an explicit rationale one must be inferred. The pattern in 1963 for high school preparation, for example (see Table 4), suggests a minimal emphasis on

professional courses and a maximum of subject courses. The inferred rationale for what resulted in inadequacies, then, would be that methods courses and field work experience have little place in preparation for secondary school teaching.

The growing dissatisfaction with common school curricula in the 1960s was accompanied by an awareness that a prerequisite for such change was change in teacher preparation, since flexibility in teacher training practices might result in greater flexibility of teaching practices.

If teachers-to-be are to be developed to their fullest potential, the rigidities in thinking which hold to these closely prescribed (curriculum) structures must be removed. First, thought and concern must be for the person and how he grows and develops. Planning programs can then follow, respecting the individual.³²

This call for greater sensitivity to the needs of the prospective teacher was accompanied by studies made of students in the process of becoming teachers.³³

Teacher training curricula in the past 25 years have exhibited their greatest lag in how they respond to the educational needs of the prospective teachers. With the exception of those experimental programs supported by federal funds or foundation grants, teacher preparation programs are largely unchanged from what they were 25 years ago and only slightly different from what they were 50 years ago. In 1963, Conant sampled 35 institutions preparing elementary school teachers and 27 institutions preparing secondary school teachers.³⁴ Their curricular offerings (see Table 4) were basically the same as those offerings found by the National Survey

of the Education of Teachers in 1935 (see Table 3).³⁵ In both surveys, institutions appeared to be responding to school needs and social needs that no longer existed and hardly responding at all to the needs of the prospective teacher.

Under pressure from students, parent and community groups and some professional organizations some institutions are responding to desperate needs,³⁶ but the responses are scattered and disorganized.

The one trend in teacher education which appears to be responding to the various pressures and needs is performance-based teacher education (PBTE).

Although it gained prominence in the late 1960s in the ten elementary education models funded by the U.S. Office of Education,³⁷ it has antecedents dating to the development of lesson plans in the late 19th century. PBTE contains elements which if realized could provide the first change in teacher training truly responsive to the needs of both society and individual teachers. These elements include:

- 1) Competencies(knowledge, skills, behaviors)to be demonstrated by the student are:
 - (a) derived from explicit conceptions of teacher roles;
 - (b) stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
 - (c) made public in advance;
- 2) Criteria to be employed in assessing competencies are:
 - (a) based upon, and in harmony with specified competencies,
 - (b) explicit in stating expected levels of mastery under specified conditions, and
 - (c) made public in advance;

- 3) Assessment of the student's competency;
 - (a) uses his performance as the primary source of evidence
 - (b) takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior, and
 - (c) strives for objectivity.
- 4) The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion;
- 5) The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.³⁸

Whether or not this new trend will offer the responsiveness in teacher education called for over the past 100 years, remains to be seen.

TABLE 1. BEST COPY AVAILABLE

Educational and Social Practices: Democracy and the Common Man (1815-1865)

Soc.oeconomic Practices	Educational Practices	Teacher Preparation
1. Population increases from 9 to 31.5 million; heavy immigration from Ireland and Germany. 2. Transportation increases; canals, steamboats, clipper ships, and railroads. 3. Agriculture increases as improved transportation opens wider markets. 4. Industry grows. a. More domestic markets. b. Immigrants provide labor. c. New machines invented--telegraph, sewing machine, rotary press. d. Beginning of labor organizations. 5. Humanistic crusades. a. Expansion of rationalistic and evangelical religions. 6. Demand for public schools. a. Support by organized labor. 1) Education to facilitate social mobility. 2) Children in school mean more jobs for adults. 7. Rise of abolitionism. 8. Battle for women's rights. 9. Temperance reform.	1. (1820)--Sunday school adopted by church with de-emphasis of secular studies. 2. (1820s)--Infant schools established for 4-6 year olds. They provide basic instruction in reading and numbers. 3. (1821)--English high school established in Boston for students intending to become merchants and mechanics; have public tax support. Curriculum similar to academy. 4. (1830)--Robert Owen proposes equal and open education for all children. 5. Elementary education provided by <u>common day school</u>. Curriculum expands as demand increases for "preparation for citizenship." Pressure to include spelling, history, geography, constitutional law, natural science, natural history, physical training, and mechanical drawing. 6. (1837)--First public school established in Massachusetts by Horace Mann. Tax supported primary school by 1850. Compulsory attendance in 1852. 7. Latin grammar schools continue to decline in favor of the academy.	1. (1823)--Teacher preparation in Concord, Vermont. Samuel Hall teaches a course "school keeping." Practice school used. 2. (1829)--Samuel Hall publishes Lectures on School-keeping, an outline of requisite characteristics of teachers. 3. (1832)--New York legislature passes act making provisions for teacher preparation for common schools. Course of study left to Board of Regents, who recommend: a. arithmetic (mental and written). b. the English language. c. writing and drawing. d. bookkeeping. e. geography and history. f. history of the U. S. g. geometry, trigonometry, measurement, (measuring) and surveying. h. natural philosophy and elements of astronomy. i. chemistry and mineralogy. j. Constitution of U. S. and N. Y. k. duties of public officers. l. moral and intellectual philosophy. m. principles of teaching. 4. (1837)--Charles Brooks portrays ideal American schoolmaster. 5. (1839)--First normal school established in Massachusetts by Horace Mann. One- and two-year curriculum includes:

10. Industrialization.

- a. Creates wealth for cultural progress.
- b. Concentration of people in urban centers.
- c. Newspapers and magazines proliferate; literary talent develops.

- a. composition and rhetoric.
- b. writing and drawing.
- c. arithmetic (mental and written), algebra, geometry, and bookkeeping.
- d. geography with chronology, statistics, and general history.
- e. physiology.
- f. mental physiology.
- g. music.
- h. Constitution and history of the U. S. and Massachusetts.
- i. mental philosophy and astronomy.
- j. natural history.
- k. principles of peity and morality.
- l. science and act of teaching in reference to all subjects.

6. (1844)--Normal school established in Albany, New York.

TABLE 2

Educational and Social Practices: Reconstruction (1865-1900)

Socioeconomic Practices	Educational Practices	Teacher Education
1. Population increased from 31.5 to 75.9 million. By 1900, one-half of population is urban. 2. Growth of national monopolies: meat, coal, oil, steel. 3. Growth of national labor movement accompanied by strikes--Haymarket, Homestead, Pullman. 4. Increase in immigration. 5. Gulf between rich and poor. 6. Revolution in religious thought. a. Darwinism. b. Criticism of origin of Bible. c. Comparative study of religions. 7. Reform movements. a. Women's rights. b. Liquor traffic. c. Protection of minorities. 8. City stimulates cultural development. a. Rise of adult education. b. Public libraries. c. Newspapers. 9. National transportation system; ICC established. 10. (1862)--Morrill Act provides that land grant colleges can use funds for preparation of teachers of agriculture and mechanical arts.	1. Decline of Academy with rise of public high school. By 1890, 61 percent of all high schools are public. 2. (1873) First kindergarten opens as part of public school system (St. Louis). 3. (1865) Elementary Schools. a. Develop in children competence in writing and speaking English. b. Teach basics of number system and reading. c. Instruction in manners and morals of the times. 4. Elementary schools' curriculum enlarges understanding of physical world and social relations. a. Pestalozzi's ideas increases study of science and geography. b. Herbart's ideas increases study of history and literature. c. Beginning of music, art, domestic arts, and mechanical arts. 5. (1892) "Committee of 10" recommends standardized unit of instruction in high schools. 6. High school curriculum content increases; becomes standardized. 7. (1898) "Committee of 15" outlines eight-year elementary school curriculum. 8. Regional accreditation organizations established.	1. (1890) Normal school. a. Program 3-4 years; preparation for teaching in elementary or high school b. Requires mastery of reading, spelling, geography, grammar, and arithmetic. c. Professional courses. 1) history of education (3 weeks). 2) science of education (27 weeks) 3) methods of education (31 weeks) 4) mental science (20 weeks). 5) practice of teaching (131 periods at 1 hr/per day). 2. (1890) City training class a. Program 1 year; preparation for elementary school. b. Professional courses. 1) methods (23 weeks). 2) mental science (10 weeks). 3) science of education (8 weeks). 4) history of education. 5) school economics (2 weeks). 6) practice teaching (151 periods). 3. (1873) University of Iowa establishes Department of Education. (1886) Cornell University offers courses for teachers. (1890) Colleges and universities offer courses in pedagogy for those preparing to teach. (1890) Teachers colleges prepare teachers for high school.

11. (1890)--Sherman Anti-trust Act.
12. (1890s)--Populist Party--Farmer's Revolt.
 - a. Advocates free silver.
 - b. Labor legislation.
 - c. Direct political democracy.
13. Rise of American imperialism.
 - a. Latin-American policies.
 - b. Spanish-American War.

- (1885)--New England Association of Colleges and Preparatory Schools.
- (1894)--North Central Association of Colleges and Secondary Schools.
- (1895)--Association of Colleges and Preparatory Schools (South).

9. Increasing concern with certification of teachers.

6. Pestalozzi influences the "object lesson" as the basis of learning. Directed observation established in teacher training.

7. Herbart influences education: each teacher should have definite aims and know how to achieve them. Character development in children important.

TABLE 3

Educational and Social Practices: Progressive Period and the New Deal (1900-45)

Socioeconomic Practices	Educational Practices	Teacher Education
1. (1900-45)--Population increases from 75.9 to 140 million. 2. (1900-17)--Conditions stimulating reforms: a. Corporate activities. b. Growth of monopolies. c. Concentration of wealth. 3. Propaganda for reform. a. Intellectual protest. b. Muckrakers. c. Growth of American Federation of Labor. d. Radical thinkers (e.g., Debs). 4. Social legislation. a. Protection of workers (child and women labor laws). b. Regulation of business practices. c. Social legislation and courts--support 10 hour day. 5. Conservation movement. a. National forests established. 6. (1906)--Public Health--Pure Food and Drug Act. 7. (1917)--Smith-Hughes Act--funds for vocational education. 8. Introduction of income tax. 9. (1913)--Currency reform, Federal Reserve Act.	1. (1904)--Junior High School established. 2. Elementary school curriculum concerned with "whole child." a. Rise of progressive education. b. Extensive influence of John Dewey. 3. High school for all students results in diversification of high schools, comprehensive and vocational schools. Curriculum "tracks" develop within schools. 4. (1918)--"Seven Cardinal Principles of Secondary Education." 5. (1917)--Smith-Hughes Act supports vocational education--school lunch programs. 6. Compulsory attendance in all states by 1918. 7. Private and parochial schools well established. 8. (1918-1953)--Progressive Education Association. 9. Junior Colleges expand. 10. State establishes control of all aspects of educational programming. 11. Accrediting agencies increase in influence.	1. (1904)--535 institutions offer courses for teachers. a. State normal (167). b. Private normal. c. City training. d. Pedagogical department in colleges and university. e. Teachers college. 2. (1904)--NEA Committee on Normal schools recommends four-year course of study to include: a. arithmetic b. algebra c. geometry d. English grammar e. English elements of rhetoric f. zoology g. botany h. physiography i. physics j. chemistry k. nature study l. penmanship m. drawing. n. manual training o. reading p. music. q. fine arts r. sociology s. civics t. history u. economics v. folk lore w. school sanitation x. physical education. 3. (1924)--Teacher training becomes a part of a four-year curriculum. Normal schools offer degrees; change to teachers colleges.

10. (1920-33)--Prohibition

11. Women's suffrage.

12. Conservation and nationalism.

- a. Communism spreads in Europe.
- b. Increased labor disputes.
- c. Recession, 1920.
- d. Rise of Klu Klux Klan.
- e. Immigration restrictions.
- f. Rise of "rugged individualism" (Hoover).

13. (1929)--Depression.

14. (1933-41)--Increased control by federal government of economy and of social benefits.

- a. Relief projects.
 - 1) Public Works Administration (PWA) Construction projects, including schools.
 - 2) Works Progress Administration (WPA).
- a) National Youth Administration help youths continue education.

15. Industrial Recovery Act (NRA).

- 1) Affected child labor, minimum wage, 40-hour week, collective bargaining.
- c. (1936)--Social Security Act.
- d. Organization of C.I.O.
- e. (1941-45)--World War II.

4. (1935)--National Survey of Education of Teachers.

a. Curriculum.

- 1) Four-year colleges.
 - a) 1/3 curriculum for major and minor fields.
 - b) 1/8 in education, psychology, observation, and teaching.
 - c) balance, electives (math, science, English, language).

2) One-three year curriculum same as above, less electives.

b. Importance of all areas of college training. Preparation of teachers ranked 10th.

c. Patterns of curriculum.

- 1) General background of culture.
- 2) Specific subject matter preparations in teaching field.
- 3) Specific professional training in education and in the teaching field.

5. Increase in colleges of education in land-grant institutions.

6. Differing philosophy of best teacher training: liberal arts background or pedagogy. Trend to liberal arts and science in early years; professional education later.

TABLE 4

Educational and Social Practices: Contemporary Period (1945-73)

Socioeconomic Practices	Educational Practices	Teacher Education
1. Population increases from 140 to 223 million. 2. Industrial production increases during World War II. Population migration to urban Northern states and cities. 3. (1945)--Occupation of Japan and Germany increases awareness of international issues. 4. Marshall Plan supports European recovery. 5. Fair Deal--Truman. a. Increased minimum wage. b. Increased social security benefits. c. Agriculture supported. 6. (1950)--Korean War.	1. Public school enrollment 25 to 50 million pupils. 2. (1951-54)--Growth of "life adjustment" curriculum in secondary schools. a. Stresses physical, emotional, and mental health. b. Presents problems of growth and preparation for future living. c. Recognizes educational value of responsible work experience in community. d. Stresses importance of personal satisfaction of each individual. 3. (1951-54)--Reaction against "fads and frills" by citizens groups. End of Progressive Education organization. 4. (1955)--Elementary schools experiment with multi-age and multi-grade grouping, non-grading, core curriculum, and experience curriculum. 5. (1958)--Emphasis on "basic content" in elementary and secondary schools. 6. (1965)--Growth of compensatory education programs. "Head Start" stimulates pre-school programs. 7. New curricula in math, science, social studies for all levels. Individualized instruction using technological devices.	1. Teachers colleges become state colleges or universities, containing colleges of education. 2. Graduate programs (5 + 6th year) begun for teachers. 3. State certification and National Commission in Teacher Education Professional Standards (NCTEPS) exert influence on teacher education programs. 4. Elementary teacher preparation, 1960 a. Requirements for general education (range 39-90 hrs.). b. Professional core (range 11-29 hrs.) c. Methods (range 12-36 hrs.). 5. Secondary teacher preparation, 1960. a. Social foundations (range 0-9 hrs.) b. Educational psychology (range 3-9 hrs.). c. Methodology (range 3-11 hrs.). d. Practice teaching (range 4-11 hrs.). 6. Private foundation support for new programs. 7. Trend toward developing programs in response to special needs: urban problems, minority groups, use of technology and community participation. 8. Question of balance of liberal arts and science to professional education in teacher preparation.
9. (1954)--U. S. Supreme Court decision on desegregation. 10. U. S. space program begun in 1958. 11. (1958)--National Defense Education Act (NDEA). Subsidy for language, science, and math teaching. 12. Civil Rights Acts--1957, 1960, 1963, and 1964. 13. (1964)--24th Amendment outlaws poll tax.		

14. (1964)--Economic Opportunity Act.
a. Peace Corp.
b. Job Corp.
c. Office of Economic Opportunity.
15. (1965)--Elementary and Secondary Education Act.
16. Medicare.
17. (1967)--Education Professions Development Act.
18. (1967)--Elementary and Secondary Education Act Amendments.

8. Desegregation of schools; busing of children; militant parents; all affect entire structure of schools.

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